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ABSTRACT

This annotated bibliography is designed to help individuals investigate some of the essential literature about citizenship, service-learning, character education, and national service. Each category in the bibliography includes references that cover levels of theory and practice ranging from introductory to advanced. While the lists are not exhaustive, they provide a foundation for learning about these topics. At the end of each entry and at the end of the bibliography, information is given that explains how to obtain the item referenced. The bibliography includes more than 50 entries from the 1980s and 1990s, including many from the ERIC database. (BT)

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A SUMMIT SUMMARY

AN ANNOTATED BIBLIOGRAPHY

ON

SERVICE-LEARNING, NATIONAL SERVICE, CIVIC EDUCATION, AND CHARACTER EDUCATION

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by

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Robert Shumer, Ph.D.

April 1997

The National Service-Learning Cooperative Clearinghouse
Department of Work, Community, and Family Education
University of Minnesota

SO 031 548

The National Service-Learning Cooperative is a collaborative project with the National Youth Leadership Council and 14 other organizations and institutions, funded by the Corporation for National Service under Cooperative Agreement No. CA-001

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INTRODUCTION

What follows is an annotated bibliography designed to help individuals concerned about citizenship, service-learning, and national service investigate some of the essential literature in the field. Each separate category includes references which cover levels of theory and practice ranging from introductory to advanced. While the lists are surely not exhaustive of the literature in each area, they provide a solid foundation for learning about these topics. Using the bibliographies contained in these references will provide an even larger source of books and articles on these critical areas of literature for the "civil society."

This bibliography was prepared specifically to assist those who attend and participate in the Presidential Summit, held in Philadelphia, and others who wish to engage in program and community development afterward. Our goal is to provide resources to strengthen and improve our communities, especially by engaging young people in the process of learning to become active citizens and concerned members of society.

As an added note, information is provided at the end of each entry, and at the end of this document about obtaining the item referenced. Please use this information to locate the desired material.

SERVICE-LEARNING

Title:
Standards of Quality for School Based Service Learning
Institutional Authors and Sponsors:
Alliance for Service Learning in Education Reform
(1995)
Resource Type: monograph, general discussion
Abstract:
Presents standards of quality for school based learning. These standards are expected to evolve as the practice of high quality, school based service learning grows. A distinction is drawn between service learning and community service.
Source Information:
ERIC (EDRS)

Title:
Principles of Good Practice for Combining Service Learning and Learning.
Wingspread Report Reprint.
Author(s):
Honnet, Ellen Porter
Poulson, Susan J.
(1996)
Resource Type: monograph, non classroom guide
Abstract:
An effective service learning program (1) engages people in responsible, challenging actions; (2) articulates clear service and learning goals; (3) allows those with needs to define those needs; (4) expects genuine, sustained commitment; (5) includes training, supervision, monitoring, support, recognition and evaluation; and (6) encourages participation by and with diverse populations.
EDRS
Source Information:
National Service Learning Cooperative Clearinghouse

Title:
Schools and Communities: Creating Places of Learning
Author(s):
Shumer, Robert, Primary Author
Gomez, Barbara, Contributing Author
Kielsmeier, James, Contributing Author
Supple, Chuck, Contributing Author
(1993)
Institutional Authors and Sponsors:
University of Minnesota
Council of Chief State School Officers
National Youth Leadership Council
Points of Light Foundation
Resource Type: monograph, general discussion, 21 pages
Abstract:
Describes current changes taking place in our society and how participatory communities are becoming an integral part of almost every reform initiative. Discusses the role of service-learning as one of the primary educational reforms which can promote the development of high quality learning and effective communities. Includes recommendations for businesses, school administrators, teachers, parents, students, and policy-makers on how they can get involved in developing service-learning in their communities.
Source Information
National Service-Learning Cooperative Clearinghouse

Title:
Service-Learning: An Introduction to its Theory, Practice, and Effects
Author(s):
Kraft, Richard J., ed.
(1996)
in Education and Urban Society, V28 n2, pp 131-59, Feb. 1996
Resource Type: serial article, general discussion
Abstract:
Article one of several in this issue on "Learning By Serving and Doing." Other articles include: Service-Learning and School-to-Work strategies for Revitalizing Urban Education and Communities by Barbara Gomez; WalkAbout: More Than Summer School by James C. Kielsmeier; A Project YES Case Study: Who Are the Real Service Providers? by Carole MacNeil and Beth Krensky; Building Democratic Character Through Community experiences in Teacher Education by Jennifer A. Vandebonecour, et.al.; What We Know About Service Learning by Robert Shumer and Brad Belbas; Investigating Urban community Needs: Service-Learning From a Social Justice Perspective by Carol Wiechman Mayback and Can Urban School Reform and Community Development Be Joined? by Novella Z. Keith.
Source Information:
UnCover or
Sage Publications

Title:
The Sleeping Giant of School Reform
Author(s):
Nathan, Joe
Kielsmeier, James
(June, 1991)
Resource Type: journal article

Abstract:
Brisk political winds are now converging behind national proposals for youth service. As several examples show, combining classroom work with service/social action projects can help produce dramatic improvements in students attitudes, motivation, and achievement. Learning through service succeeds because youth become active, needed members of their communities. (13 references)
Source Information:
Phi Delta Kappan
ERIC (EDRS)

Title:
Rationales for Youth Community Service
Author(s):
Schine, Joan
(1990)
Resource Type: serial article, general discussion
Abstract:
Through participation in community service programs adolescents assume meaningful roles and respond to real needs of their society as well as to their own need to be needed. Presents arguments for expanding opportunities for young adolescents to contribute actively to the community, including incorporation of community service in the curriculum.
Source Information:
ERIC (EDRS)

Title:
Service-Learning in the Middle School Curriculum
Author(s):
Schukar, Ron , Johnson, Jacquelyn, & Singleton, Laurel R., eds.
Institutional Authors and Sponsors:
Social Science Education Consortium, Boulder, Colorado
Resource Type: handbook
Abstract:
From a funded series of institutes for middle school science and social studies teachers designed to integrate science, social studies and service. Five major sections are included: (1) an overview of service-learning, what it is, what its benefits are and how it is related to other current educational reforms; (2) Introduction of curriculum integration planning framework developed to guide the process of creating integrated science/social studies/service-learning units; (3) Description of several unites developed in this project; (4) Assessing the integrated service-learning unit with special attention to using a range of assessment tools and (5) A list of resources.
Source Information:
Social Science Education Consortium
PO Box 21270
Boulder, CO 80301-4270

Title:
Expanding Boundaries: Serving and Learning
Author(s):
Taylor, A. Barbara, ed.
(1996)
Institutional Authors and Sponsors:
Corporation for National Service
Resource Type: monograph, anthology

Abstract:
This booklet, sponsored by the Corporation for National Service, covers three topics related to service programs: building connections, lessons learned, and program and assessment tools. Each section includes a series of articles which present theoretical issues and practical ideas. Focus is on service-learning in higher education.
Source Information:
Cooperative Education Association
8640 Guilford Rd, Ste 215
Columbia, MD 21046

Title:
Growing Hope: a Sourcebook on Integrating Youth Service into the School Curriculum
Author(s):
Cairn, Rich Willits, ed.
Kielsmeier, James C., ed.
(1991)
Institutional Authors and Sponsors:
National Youth Leadership Council
Kellogg Foundation
Blandin Foundation
Pillsbury Company Foundation
Resource Type: monograph, classroom guide - general
Abstract:
Designed for practitioners who are expanding curriculum based youth service programs, this source book offers background, comprehensive definitions, rationale, implementation help, sample program materials, forms and resource materials. Names and addresses of contact people are provided throughout and a subject index is included at the back of the guide.
Source Information:
National Youth Leadership Council
1910 W County Rd B
Roseville, MN 55113-1337
Phone: 612-631-3672
Fax: 612-631-2955

Title:
Community Problem Solvers: Youth Leading Change. A Guide for Program Leaders
Author(s):
Stack, Kathleen
Biermann, Melanie
(1996)
Institutional Authors and Sponsors:
National Helpers Network
Corporation for National Service
Resource Type: monograph, classroom guide - general
Abstract:
This publication provides a core curriculum of four chapters of exercises for developing and using problem-solving skills. It also includes six interdisciplinary units linked to math, language arts, and social studies for middle and high school youth. One chapter deals with reflective practices used to simulate thinking and discussion. There are detailed suggestions about how to use the guide and exercises. A list of suggested readings and other resources is provided.(NSLCC)
Source Information:
National Helpers Network, Inc.
245 5th Ave, Ste 1705, New York NY 10016-8728
Phone: 212-679-2482, Fax: 212-679-7461

Title:
Student Service. The New Carnegie Unit
Author(s):
Harrison, Charles H.
(1987)
Institutional Authors and Sponsors:
Carnegie Foundation for the Advancement of Teaching
Resource Type: monograph, non-academic research report
Abstract:
The number of service programs offered in the high schools is substantial and appears to be increasing. A survey questionnaire sent to four year and private high schools sought information on the development and progress of service programs. The responses to the questionnaire are analyzed and discussed in this monograph. Chapter I deals with the philosophy of service programs and the benefits for the young people involved in them. In chapter II, descriptions are given of the diverse kinds of programs currently in operation in the 1,000 schools that responded to the questionnaire. The programs are varied: some offer academic credit and in some service is a graduation requirement; some emphasize careers while some emphasize altruism. How service programs can augment school curriculum is discussed in chapter III. Case studies are presented in chapters IV and V of school with programs that are volunteer only and schools that require participation in the program. Suggestions are made in chapter VI on starting or improving a service program in a secondary school. The survey questionnaire showing a tabulation of responses for public high schools used in this study is appended. (ERIC)
Source Information:
Princeton University Press
3175 Princeton Pike
Lawrenceville, NJ 08648

Title:
In the Service of What? The Politics of Service Learning
Author(s):
Kahne, Joseph & Westheimer, Joel
Phi Delta Kappan, V77 n9, May, 1996
Resource Type: journal article
Abstract:
Asserts that learning and service reinforce each other and should come together in America's schools. Describes the various ideological, political and social goals that can be promoted by service learning activities in schools, gives examples and provides a challenge for practitioners and advocates regarding service learning goals and their relationship to moral, political and intellectual domains. Other articles in this issue regarding service learning include: Combining Service and learning on Campus and in the Community by Barry Checkoway.
Source Information:
UMI

Title:
Combining Service and Learning: A Resource Book for Community and Public Service. Volume 1
Author(s):
Kendall, Jane C.
(1990), 693 pages
Institutional Authors and Sponsors:
National Society for Internships and Experiential Education
Babcock Foundation
Charles F. Kettering Foundation
Resource Type: monograph, anthology

Abstract:
This publication is the first volume of a 3 volume resource book intended for anyone who wants to start, strengthen or support a program or course that combines community or public service with learning. The book covers policies, issues and programs in colleges and universities, K-12 schools, community based organization, public agencies at all levels, youth agencies and others. Most articles in volume 1 are targeted to educators. The volume contains 76 papers divided into 5 parts: (1) Essential Principles in Combining Service and Learning; (2) Rationales and Theories for Combining Service and Learning; (3) Public Policy Issues and Guides; (4) Institutional Policy Issues and Guides; and (5) History and Future of the Service Learning Movement. The 5 articles in part I play out the essential principles behind service and learning. In part II, 38 papers divided among several subtopics discuss why the combination of service and learning is important and powerful at this time in history. Part III contains 8 articles that take the debate to the public policy arena using summaries of several state policies as models. The 16 papers making up part IV concern institutional policy issues raised by combining service and learning and how to establish the types of commitment needed for sustaining institutional support. Finally, the 9 articles contained in part V discuss the history and future of the service learning field. Contains an index and publications list (ERIC).
Source Information:
National Society for Experiential Education (NSEE)
3509 Haworth Dr., Ste 207
Raleigh, NC 27609-7229
Phone: 919-787-3263

Title:
Enriching the Curriculum through Service-Learning
Author(s):
Kinsley, Carol W., ed. & McPherson, Kate, ed.
(1995), 140 pages
Institutional Authors and Sponsors:
Association for Supervision and Curriculum Development
Resource Type: monograph, anthology
Abstract:
In this practical guide to service learning, 21 contributors describe specific service-learning projects that have enhanced the curriculum in schools across the United States and that have improved student learning in the process. In the Foreword, U.S. Secretary of Education, Richard W. Riley, encourages schools to incorporate service-learning into the curriculum. An introduction, "Changing Perceptions to Integrate Community Service Learning into Education" (Kinsley, McPherson) describes the roots of service. Part I on community service-learning as a vehicle for active learning contains 4 chapters: "Literature in Language Arts: Quilting Lessons in the School Curriculum" (Keenan); "Inclusion and Community Service-Learning: A Partnership" (Chamberlain); "Social Studies Moves into the Community" (Fellows); and "The Need to Consider Service Learning in Developing Future Vocational Education Programs" (Silcox). 5 chapters in Part II focus on changing the culture of the school through service-learning: "Community Service-Learning is a Foregone Conclusion at the Lincoln Elementary School" (Boorstein); "Creating School and Community Culture to Sustain Service Learning" (Allam); "How Do We Make a Difference in Our School and Community?" (Solo); "High School: Service-Learning and a Caring School Community" (Reeder); and "Service Learning Honors Cultural Diversity" (Roberts-Weah). Part III has three chapters on service experiences that encourage teachers to facilitate learning: "Middle School: Intergenerational Experiences Support Teaching and Learning" (Laplante); "Enhancing Peer Mediation Through Community Service Learning" (Messina); and "Students Take the Lead in AIDS Education" (Coar). Part IV focuses on the school as community partner: "Vision for the 21st Century: Seamless Relationship between School and community" (Negroni); "Schools and Business Benefit Mutually through Service-Learning" (Bookey); "Schools and Community Based Organizations: Partnerships Based on History" (Jackson); and "Youth corps Makes Middle

School connection" (Harkavy). Part V on reflection contains two papers: "Reflection as a Tool for Turning Service Experiences into Learning Experiences" (Toole, Toole) and "Conclusion: Challenges for the Future" (McPherson, Kinsley). Part VI contains these service-learning resources: Lists of community service-learning centers, national organizations, and resource books and other materials; description of "The Service Learning Planning and Resource Guide"; and Standards of Quality for School Based Service-Learning.
Source Information:
Association for Supervision and Curriculum Development (ASCD)
ERIC (EDRS)

Title:
Service Learning
Author
Schine, Joan, ed.
(1997) 212 pages
Institutional authors and sponsors:
National Society for the Study of Education
Resource Type: monograph, anthology
Abstract:
This is one of the most recent, and comprehensive, discussions of the important issues surrounding the development of service-learning in schools and communities. Schine introduces important issues in the preface and assembles a strong group of essays to address these topics. Prominent writers from the fields of government, education, and youth development provide excellent chapters which both explain about service-learning and challenge the field. The concluding chapter refocuses the reader on the critical issues that must be faced by proponents and critics alike in determining the role and place of service-learning in future educational systems.
Source Information:
The National Society for the Study of Education
5835 Kimbark Avenue
Chicago, Illinois 60637

Distributed by University of Chicago Press

Title:
Reforming American Education: The Role of Community
Author:
Shumer, Robert
(1992), 27 pages
Resource Type: monograph, general discussion
Abstract
Describes recommendations from a variety of sources dealing with the use of community in educational reform. Discusses how service-learning is perhaps the best reform initiative to engage students in the community for improved learning and improved benefit for all.(NSLCC)
Source Information
National Service-Learning Cooperative Clearinghouse

Entire Journals Devoted to Service-Learning

Formey-Duvall, J. , eds. (October, 1987). ***Community Education Journal***.
Alexandria, VA: Community Education Association

Nathan, J. & Kielsmeier, J. eds. (June, 1991). ***Phi Delta Kappan.***
Bloomington, ILL.: Phi Delta Kappa International, Inc.

Jones, B & Maloy, R. eds. (1993). ***Equity and Excellence***
The University of Massachusetts School of Education Journal, V26 n2

Kraft, R. ed. (February, 1996). ***Education and Urban Society.***
Thousand Oaks, CA.: Sage Publications

Keith, N. ed. (October, 1994). ***The Journal of Adolescence.***
London, UK.: The Association for Professionals in Services for Adolescents, V17

The Journal of Cooperative Education
(1991) Alexandria, VA.: National Cooperative Education Association, V27:2

NATIONAL SERVICE

Title:
National Service: An Action Agenda for the 1990s
Institutional Authors and Sponsors:
Coalition for National Service
National Service Secretariat
(1988), 38 pages
Resource type: monograph, general discussion
Abstract:
In two chapters, this report describes the objectives of the Coalition of National Service, a group of individuals and organizations that support state and local youth service initiatives, foster discussion and debate on national service, and endorse a national service action agenda. Chapter 1 gives a brief overview of the status of, and perspectives on, national service. The information comes almost entirely from presentations made at the Wingspread Conference of the Coalition for National Service in July, 1988. Chapter 2 describes an action agenda for the 1990s.
Source Information:
ERIC (EDRS)

Title
National Youth Service: A Democratic Institution for the 21st Century. Proceedings of a National Service Secretariat Conference (July 19-21, 1991)
Author(s):
Eberly, Donald J., ed.
(1991) 65 pages
Institutional Authors and Sponsors:
National Service Secretariat
Resource Type: monograph, conference proceedings
Abstract:
Proceedings from a conference to explore issues in moving toward a new institution for national youth service. Chapter 1 presents a historical overview of youth participation, focusing on trends in the labor market, schooling, incarceration and social problems. Chapter 2 defines a national youth service as the manifestation of mutual responsibility between the nation and its young people and describes volunteerism. Responses to the papers presented in the first two chapters are offered in the 3rd chapter, which reviews changes in youth service since 1988, establishes essential aspects of national youth service, and discusses ways to increase public involvement. A

unanimous conclusion is that youth service is needed as a democratic, nationwide institution. References for each chapter.
Source Information:
ERIC (EDRS)

Title
National Service: Pro & Con
Author(s):
Evers, Williamson. M., ed.
(1990), 261 pages
Institutional Authors and Sponsors:
Hoover Institution Press, Stanford, CA
Resource Type: monograph
Abstract:
The philosophical, political and practical arguments for and against the concept of national service are well presented and documented in this collection of 9 essays. This book presents, in edited form, the papers and comments given at the Hoover Institution's Conference on National Service, held September 8-9, 1989. The history, future, social problems, political ideals of the debate are first presented followed by arguments from well-known practitioners and politicians.

Title:
Reinventing Citizenship: The Practice of Public Work
Institutional Authors and Sponsors:
Center for Democracy and Citizenship
University of Minnesota, Minneapolis, MN
(1995) 76 pages
Resource Type: monograph
Abstract:
Outlines processes and strategies based on citizen politics for using public work to restructure places where serious citizenship is learned and practiced. *Reinventing Citizenship* takes place in the context of renewing institutions, associations, groups and the larger relationships which tie them together. This book draws upon the experience of pilot project participants to illustrate the potential of active citizenship for reinvigorating public institutions and public problem-solving.
Source Information:
Center for Democracy and Citizenship. Phone (612) 625-5509 or Fax (612) 625-3513

Title:
Visions of Service: The Future of the National and Community Service Act
Authors:
Sagawa, Shirley, ed. & Halperin, Samuel, ed.
(1993) 68 pages
Institutional Authors and Sponsors:
American Youth Policy forum
National Women's Law Center
DeWitt Wallace/Reader's Digest Fund
Resource type: monograph, general discussion
Abstract:
Contains 36 short essays on the reauthorization of the National Community Service Act. It begins with 2 introductory papers: "Visions of Service: The Future of the National Community Service Act" (Sagawa, Halperin) and "Historical Background: An Overview" (Sagawa). Section I, Why Service?, contains 15 essays by Barber, Dirks, Etzioni, Myers, Gomez, Kielsmeier, Persons, Townsend, Wutzdorff, Young people for national Service, Youth Service America Interns, Calhoun, Halperin, Hesburgh and Sawyer. Section II, What is Service? has 3 essays by Chi, Hausner and Wolf. Section III, Who Shall Serve?, has 4 essays by Gupta, Scannell,

Schmielgelow and Stoneman. There are 5 essays in Section IV, Where Are We Headed? by Briscoe, Burkhardt, Eberly, Harkavy and Karasik. Section V, How Shall We Get There? has 9 essays by Basl, Clark, Cooledge, Kong, Landrum, Quinn, Schine, and Sherraden.

Source Information:
American Youth Policy Forum
1001 Connecticut Ave. NS, Ste 719
Washington, DC 20036-9731
Phone: 202-775-9731
Fax: 202-775-9733

Title:
Youth and the Needs of the Nation. Report of the Committee for the Study of National Service

Institutional Authors and Sponsors:
Potomac Institute, Inc.
(1979), 143 pages

Resource Type: monograph, general discussion

Abstract:
This book describes the results of an investigation by the Committee for the Study of National Service about why and how national service should be developed. Focuses on two issues: the conditions of youth and the needs of a nation. Provides a thorough discussion of issues facing national service and includes a list of possible program components.

Source Information:
Potomac Institute, Inc.
1501 18th St. NW
Washington, DC 20036

Title:
The Call of Service

Author(s):
Coles, Robert
(1993) 154 pages

Publisher:
Houghton Mifflin Company, New York

Resource Type: monograph

Abstract:
Through his own personal recollections and that of dozens of other community volunteers and activists, Robert Coles offers insight into the motivations of those engaged in community service. These are personal accounts of people in Peace Corps, VISTA, civil rights, and other charitable work who contribute their stories of personal affirmation and moral purpose. Inspiration is also provided by the author's mentors - Dorothy Day, Anna Freud, William Carlos Williams, and his parents.

Title:
National Service: What Would It Mean?

Authors:
Danzig, R. and Szanton, P.
(1986), 307 pages

Resource Type: monograph

Abstract:
In this study, sponsored by the Ford Foundation, the authors discuss four approaches to national service. Each program model, from school-based, to draft-based, to voluntary service, to universal service is assessed on five areas of effect: provision of public service,; impact on the military; labor market consequences, participant impacts; and public costs or other public

consequences. They agree that the purpose of national service is to fulfill unmet national needs. This book contains one of the most thorough discussions of national service found in the literature.
Source Information
Lexington Books
Lexington, Massachusetts

Title
National Service, Citizenship, and Political Education
Author(s):
Gorham, Eric B.
(1992) 282 pages
Resource Type: monograph, general discussion
Abstract:
This book provides one of the best analysis of national service from the perspective of a political theorist. Written prior to implementation of the current AmeriCorps program, Gorham discusses the role of service programs in creating citizens. Organized in two parts, the author first criticizes the planned implementation of service as an exercise in good citizenship and an effective method of developing citizen skills and attitudes. In the second part, he presents an alternative argument which focuses on citizenship instead of service, explaining how notions of service may undermine effective civic action. An important contribution to the literature on intellectual and theoretical conceptualization of national service.
Source Information:
State University of New York Press
State University Plaza
Albany, NY 12246

Title
A Call to Civic Service
Author:
Moskos, Charles C.
Resource Type: monograph
Abstract:
Presents one of the best historical overviews of national service, focusing on the roots of citizen soldiers to current citizen servants. Moskos emphasizes the role for national service in developing civic and reform-minded individuals, not transforming uninvolved citizens. He proposes a voluntary, decentralized system that links civilian and military service performed at the state, local, and community levels. Book contains several chapters that analyze the contributions of previous service initiatives. One of the more important books available on national service issues.
Source Information
The Free Press
866 Third Avenue
New York, New York 10022

CIVIC EDUCATION

Title:
The Practice of Citizenship: Learn by Doing
Author(s):
Morse, Suzanne W.
(1993)
Social Studies v84 n4 p164-67 Jul-Aug 1993
Resource Type: journal article

Abstract:
Contends that the best way to learn about citizenship is by discussing real societal issues that are connected to student interests. Maintains that a democratic classroom environment also provides an opportunity for practicing civic values. Provides four guidelines for establishing community service projects in the schools.
Source Information:
ERIC (EDRS), UMI, UnCover

Title:
Democratic Education, Student Empowerment, and Community Service: Theory and Practice.
Author(s):
Seigel, Susan
Equity and Excellence in Education, Rockwood, Virginia (1993). V26 n2 p65-70 Sep
Resource Type: journal article
Abstract:
Outlines connections between community service experiences and preparing young people for participatory citizenship in a democratic society, identifying components of democratic education practices, distinguishing characteristics that promote democratic citizenship education, and describing several community service learning projects.
Source Information:
ERIC (EDRS) -- EJ 476935; UMI, UnCover

Title:
Community Service Projects: Citizenship in Action
Author(s):
Lipka, Richard P.; And Others
(1985), 32 pages
Resource Type: monograph, booklet
Abstract:
This booklet examines the theory and practice of projects that involve secondary students in community services. Through such involvement, young people will develop positive attitudes toward community participation that will persist throughout their adult lives. Community service projects represent an important and exciting way to bring democracy to life for young people and to demonstrate to them that they can solve problems and make vital contributions to improving the quality of life in their communities. The booklet begins by discussing the place of community service in the school program. The rationale and objectives of a school citizenship program and criteria for community service projects are discussed. Some existing community projects involving secondary students are then described. Practical matters involved in developing community service programs are discussed. These include identifying community needs, defining personnel roles, scheduling and time considerations, financial considerations, and project planning. The last two sections discuss evaluation of projects and the future with regard to community service education. The booklet concludes with a bibliography.
Source Information:
ERIC (EDRS) -- ED 261968
Fastback 231. EDRS: ED 261968 / PC02. Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, IN 47402 ($0.75; quantity discounts available).

Title:
Participation in Democratic Citizenship Education
Author(s):
Clark, Todd
(1990)
Social Studies V81 n5 pp206-9 Sep-Oct 1990.
Resource Type: journal article

Abstract:
Argues that school service programs involving students in volunteer community effort should be included in democratic citizenship education. Suggests that encouraging cooperation through volunteer service combats corrosive and anti- democratic effects of excessive individualism. Lists six characteristics of effective programs, compiled by University of Minnesota researchers. Recommends four ways to incorporate service into the social studies curriculum.
Source Information:
ERIC (EDRS)-- EJ 419175, UMI, UnCover

Title:
Putting "Community" into Citizenship Education: The Need for Prosociality
Author(s):
Oliner, Pearl
(1983).
Theory and Research in Social Education V11 n2 pp65-81 Sum 1983
Resource Type: journal article
Abstract:
The focus of citizen education has traditionally been on the institution of government. Instead, citizenship education should emphasize the teaching of democratic behavior and values and the practice of prosociality. Prosocial behavior is defined as actions that are intended to aid another person without the actor's anticipation of external reward.
Source Information:
ERIC (EDRS)-- EJ 287460, UMI, UnCover

Title:
Participatory Citizenship: Civics in the Strong Sense
Author(s):
Parker, Walter C.
(1989)
Social Education V53 n6 pp353-4 Oct 1989
Resource Type: journal article
Abstract:
States that while school's purpose is to educate citizens for a democratic community, they have yet to implement a K-12 curriculum for civic participation. Contends that schools can promote citizen participation by (1) helping students acquire knowledge of history and politics, (2) conducting schools as communities, and (3) providing opportunities for student civic participation.
Source Information:
ERIC (EDRS) -- EJ 398351, UMI, UnCover.

Title:
In Training to Be a Citizen: The Elementary Student and the Public Interest
Author(s):
Bragaw, Donald H.
(1989)
Social Science Record V26 n2 pp27-9 Fall 1989
Resource Type: journal article
Abstract:
Encourages educators to use participation projects to develop active, socially concerned citizens. Views school as a place where students learn to negotiate problems and issues of society. Provides examples of projects where students and teachers plan integrated units using social studies as the basis for teaching.
Source Information:
ERIC (EDRS) -- EJ 407814
Reprint: UMI, UnCover

Title:
Community Service-Learning: Commitment through Active Citizenship
Author(s):
Wade, Rahima C.
(1994)
Social Studies and the Young Learner V6 n3 pp1-4 Jan-Feb 1994.
Resource Type: journal article
Abstract:
Discusses the history of U.S. community service programs and asserts that the potential benefits for students include increased self-esteem, enhanced motivation and interest in school, improved academic achievement, and increased social responsibility. Includes a list of six curriculum resources and a bibliography.
Source Information:
ERIC (EDRS) -- EJ 487178, UMI, UnCover

Title:
America's Youngest Citizens: Close Up for Grades 1-8
Author(s):
Gustafson, Marcia H.; Meagher, Laura Y.
(1993)
Social Studies V84 n5 pp213-7 Sep-Oct 1993 (Reprint: UMI, UnCover)
Resource Type: journal article
Abstract:
Describes programs of the Close Up Foundation for young students. Discusses group projects developed for the Civic Achievement Award Program that emphasize community service and cooperative learning. Concludes with a description of plans to develop Close Up programs for the elementary grades.
Source Information:
ERIC (EDRS) --EJ 476705

Title:
Teaching Twenty-First Century Citizenship: Social Psychological Foundations
Authors(s):
Brandhorst, Allan R.
(1990)
Theory and Research in Social Education V18 n2 pp157-68 Spr 1990
Resource Type: journal article
Abstract:
Contends collective cooperative action in the public interest will be necessary to solve future social and environmental problems. Proposes that the social studies curriculum shift its value orientation from individualistic self-interest to a justice-based, global model. Advocates teaching citizenship that stresses self-restraint and investigates moral dilemmas pertinent to students' contemporary world.
Source Information:
ERIC (EDRS) -- EJ 420689, UMI, UnCover)

Title:
Assessing Citizenship. The Goal 3 Technical Planning Subgroup on Citizenship Report
Institutional Authors and Sponsors:
National Education Goals Panel
(1992)
Resource Type: report
Abstract:

This report from the Goal 3 Technical Planning Subgroup focuses on three areas that have been identified as important to improving the citizenship education of students: community service, voter registration of 18- to 20-year-olds, and knowledge of citizenship. (The aim of Goal 3 of the National Education Goals is that by the year 2000 American students will have competency in various subject disciplines so they will be prepared for responsible citizenship, further learning and productive employment.) Within each of these three areas the report examines the available means by which assessment of student progress can be made. The recommendations made by the report include utilizing the National Assessment of Educational Progress (NAEP) to collect data in each of the three areas.
Source Information:
ERIC (EDRS)-- ED 354180

Title:
Pathways to Success for America's Youth and Young Families. Citizenship through Service
Institutional Author and Sponsors:
William T. Grant Foundation
(1988)
Resource Type: report
Abstract:
NOTES: 17p. Excerpted from "The Forgotten Half: Pathways to Success for America's Youth and Young Families." Final report of the William T. Grant Foundation Commission on Work, Family, and Citizenship. Washington, D.C., November, 1988.
ABSTRACT: This report focuses on youth service as a vital component of education for citizenship. The following six major recommendations to encourage voluntary student and youth services are offered: (1) creation of quality student service opportunities as central to the fundamental educational program of every public school, including either elective credit or graduation requirement service, and age-appropriate curricula and instruction from kindergarten through twelfth grade; (2) state-level encouragement of local school jurisdiction efforts to enlist the young in serving their communities, including the provision of sufficient financial and technical assistance to ensure high quality programs; (3) financial support from business, local foundations, city and state resources, and organizations whose constituents are served by youth, to ensure the availability to young people of the maturing effects of service to others and the use of diverse methods to achieve this goal; (4) unification of youth service organizations into a nationwide service federation; (5) support for federal financial assistance to launch youth service programs, with emphasis on meeting state and local needs; and (6) revitalization of existing national service programs and serious consideration of a National Youth Conservation Corps.
Source Information:
ERIC (EDRS) ED 325569 / PC01.
Youth and America's Future, Suite 301, 1001 Connecticut Avenue, NW, Washington, DC 20036-5541.

Title:
New York's Experiment: Participation in Government
Author(s):
Bragaw, Donald H.
(1989)
Social Education V53 n6 pp364-6 Oct 1989
Resource Type: journal article, report
Abstract:
Reports a New York State Education Department mandated government participation course. Course requirements were to examine public policy issues and to incorporate a participatory element. Describes four programs that were implemented by school districts: Effective Participation in Government Program; The Community Service Corps; National Issues Forums (NIF) in the Classroom; and Street Law.

Source Information:
ERIC (EDRS) -- EJ 398355, UMI, UnCover

CHARACTER EDUCATION

Title:
Eleven Principles of Effective Character Education
Author(s):
Likona, Tom; Schaps, Eric & Lewis, Catherine
The Character Education Partnership
(1995)
Resource Type: Article
Abstract:
The Eleven Principles outlines basic principles for effective character education programs. It can serve as a guide for schools and other groups in planning their character education efforts and evaluating existing character education programs, books, and curriculum resources.
Source Information:
The Character Education Partnership
809 Franklin Street
Alexandria, VA 22314-4105
Phone: 800-988-8081
E-mail: geninfo@character.org

Title:
Character Education Questions & Answers
Author(s):
The Character Education Partnership
(1995)
Resource Type: Article
Abstract:
Provides answers to the questions most frequently asked about character education. It discusses the premises for character education, what it is, and how schools and communities should together determine content and approach.
Source Information:
The Character Education Partnership (see above)

Title:
Character Education in U.S. Schools: The New Consensus
Author(s):
The Character Education Partnership
(1996)
Resource Type: Article
Abstract:
Provides a brief history of character education in America, summarizes examples of successful character education programs, and describes government support for character education. Appendixes include the Aspen Declaration on Character Education, listings of major character education organizations and a bibliography.
Source Information:
The Character Education Partnership (see above)

Title:
Service Learning and Character Education

Author(s):
Brousseau, Patricia & Kidder, Rushworth M.
Institute for Global Ethics, Character Education Partnership, National Youth Leadership Council, & the Association for Supervision and Curriculum Development
(1996)
Resource Type: Proceedings
Abstract:
Summarizes the proceedings of an April, 1996, Wingspread conference of educators from the service learning and character education communities. Describes the two movements and the opportunities and challenges for working together.
Source Information:
The Character Education Partnership (see above)

Title:
Transmitting Character in School - Some Common Questions and Answers
Author(s):
Wynne, Edward A.
(1995)
Resource Type: Clearing House V68 n3 pp151-3, Jan-Feb
Abstract:
14 questions and answers that deal with moral education and character formation in particular schools and classrooms. Suggests that schools which move in a "for character" direction are moving toward the "hallowed goal" of community school, so widely praised by educational reformers.
Source Information:
UMI, ERIC (EDRS) -- EJ 498919

Title:
Network Issue on Teaching Character, V5 n3
Author(s):
Constitutional Rights Foundation
Resource Type: newsletter
Abstract:
Explores character education and its potential connection to civic participation. Included are reviews and information on resources that may be of interest to civic educators and service practitioners.
Source Information:
Constitutional Rights Foundation
601 South Kingsley Drive
Los Angeles, CA 90005
Phone: 213-487-5590 Fax: 213-386-0459

Title:
Developing a Character Education Program: One School District's Experience
Author(s):
Huffman, Henry A.
The Character Education Network/Association for Supervision & Curriculum Development
Resource Type: book
Abstract:
The story of a character education effort in Mt. Lebanon, Pennsylvania. Asserts that school board members, administrators, faculty, classified staff, parents and students all have key roles in developing districtwide ethos that supports core values.

Title:
In Search of Effective Character Education
Author(s):
Laming, J.
in *Educational Leadership* V51 n3
(1993)
Resource Type: journal article in theme issue
Abstract:
Articles on values, altruism, service learning and ethics complement interview with Amitai Etzioni; others on PREP (Personal Responsibility Education Process), Anne Frank and the Holocaust, the Child Development Project, mentoring, tough love, sex education and sexual harassment support theme.
Source Information:

Title:
Does Values Education Belong in the Curriculum?
Author(s):
Hornbeck, David W.
Resource Type: paper
Abstract:
Recommends ways to integrate values education into schools' curricula. Societal problems indicate that values play as important a role in students' development as math and science, as suggested by statistics on increasing teenage suicide, pregnancies and dropping out. While it is important to ensure that at-risk students become critically thinking young people that is not enough, nor is it enough to collect college credits and occupational degrees without the values that make for a caring society. Traditional means of values transmission - church, family, school - have altered in function. Schools, often captured by academic achievement goals, exclude factors contributing to young people's character.
Source Information:
ERIC (EDRS)

Title:
The Missing Ingredient in Character Education
Phi Delta Kappan, V78 n8, April, 1997, pp 654-5
Author(s):
Lasley, Thomas J. II
Resource Type: journal article
Abstract:
Americans want the school to accomplish what it is not occurring in the home. We must be responsible as individuals for our own behavior. School programs will not prove successful if they seek to teach children the lessons that adults have not yet learned.

Title:
Character Education: The Ten Percent Solution
Author(s):
Lockwood, Alan L.
(1991)
Resource Type: journal article, Social Education V55 n4 pp 246-8
Abstract:
Criticizes character education programs that tend merely to present moral values to students, believing this produces socially responsible behavior. Argues listing values is simplistic and ineffective. Recognized the situational complexity that confounds making moral choices. Suggests character education must contend with value conflicts and guide students toward reasoned positions on value issues.

Source Information:
UMI InfoStore

Title:
New Educational Paradigm, in Phi Delta Kappan, V74 n10 pp791-5
Author(s):
Cohen, Audrey
(1993)
Resource Type: monograph, general discussion
Abstract:
Purpose centered education model identifies broad purpose at each learning stage enabling students to apply their academic learning to meet external challenges. The purpose should involve a socially useful outcome and focus on a substantive knowledge area that is developmentally enriching. Teaching should involve five dimensions of knowledge and action: purpose, values and ethics, self and others, systems and skills.
Source Information:
UMI InfoStore
UnCover

Title:
Points for Discussion for the White House Conference for Character Building for a Democratic, Civil Society on July 29-30, 1994
Author(s):
Etzioni, Amitai
(1995)
Resource Type: journal article
in Journal for a Just and Caring Education V1 n2 pp223-31
Abstract:
Urges parents, educators, community leaders, religious groups, and other concerned citizens to champion character education. People must incorporate character building into their homes, neighborhoods, places of worship, state and national education agendas, educational performance tests, curricula, and the schools themselves. The US Department of Education should highlight successful programs.
Source Information:
ERIC (EDRS) -- EJ 515970

Title:
Habits of Mind: Struggling over Values in America's Classrooms.
The Jossey-Bass Education Series.
Author(s):
Fine, Melina
Resource Type: series
Abstract:
Integrates a look at the classroom with a broader discussion of educational theory and policy. Study of the daily practice of the FHAO curriculum in a multiracial alternative and urban middle school in Cambridge, Mass. It was the subject of controversy in the 1980s when members of the political right argues that the disturbing subject matter dealing with the Holocaust history helps children to understand contemporary conflicts over diversity, multiculturalism, and social responsibility. Second is a focus on educational policy describing how FHAO and related educational programs fared in the Reagen era. Third, a historical and explicitly political perspective by locating these issues in American discourse overall. It is argued that promoting the critical moral thinking of students is a vital responsibility of today's schools regardless of the bitter disagreement between American Left and Right.

Source Information:
ERIC (EDRS) -- ED 378292

Title:
Education for Character: How Our Schools Can Teach Respect and Responsibility
Author(s):
Lickona, Thomas
(1991)
Resource Type: book
Abstract:
Examines the current state of moral education and asks how schools can foster the moral development of children. Divided into three parts: "Educating for Values & Character," "Classroom Strategies for Teaching Respect and Responsibility: The Big Ideas," with 11 chapters and the final section, "Schoolwide Strategies for Teaching Respect and Responsibility."

Title:
The Challenge to Care in Schools: An Alternative Approach to Education.
Advances in Contemporary Educational Thought, V8.
Author(s):
Noddings, Nel
(1992)
Resource Type: journal
Abstract:
Considers how education might be organized around domains of caring. It envisions a school system built on the idea that different people have different strengths, and that these strengths should be cultivated in an environment of caring, not of competition. It argues that liberal traditional education does not provide the best education for everyone because it overemphasizes rationality and abstract reasoning; fosters the belief that academic excellence is superior to other kinds of abilities and undervalues the values and capacities associated with women. Examples are offered.

Journal Issue Devoted to Character Education:
Phi Beta Kappan, V78 N6, 1997

INFORMATION SOURCES AND CONTACT INFORMATION

National Service Learning Cooperative Clearinghouse (NSLCC)
http://www.nicsl.coled.umn.edu
R460 VoTech Ed Bldg, 1954 Buford Ave. University of Minnesota
St. Paul, MN 55108-6197
Phone: 800-808-7378
Fax: 612-625-6277

ERIC Document Reproduction Service (EDRS)
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Springfield, VA 22153-2852
800-443-ERIC

Association for Supervision and Curriculum Development (ASCD)
http://www.ascd.org/
1250 N. Pitt St.,
Alexandria, VA 22314-1453
800-933-2723

Sage Publications
http://www.sageltd.co.uk/about sage.html
2455 Teller Road
Thousand Oaks, CA 91320
Phone: 805-499-0721
Fax: 805-499-0871

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http://unweb.carl.org/

University Microfilms International (UMI)
http://www.umi.com/
300 North Zeeb Road
Ann Arbor, MI 48106-1346
Document available from UMI InfoStore: Order at 1-800-248-0360 #9235588

The Character Education Page (1996)
http://www.neiu.edu/users/uccunnin/chared.html